

Spring 2012

*San Jose State University*  
*Political Science Department*

PolS 100W: Writing Workshop

Mondays and Wednesdays, January 25 – May 14, 2012  
9:00 am – 10:15 am  
FINAL: May 17, 7:15 am

**INSTRUCTOR:** Frances L. Edwards, M.U.P., Ph.D., CEM  
**OFFICE:** Clark 402-D  
**OFFICE HOURS:** Mondays 3:30-5:30 pm and Tuesdays 3:30-5:30pm  
**OFFICE PHONE:** (408) 924-5559 (use only during office hours)  
**EMAIL:** [SJSUPOLS100W@yahoo.com](mailto:SJSUPOLS100W@yahoo.com)

**Course Description:**

This is a workshop designed to improve your ability to write about political science, and to write the types of reports and essays that political scientists and government employees write. Students will write individually, but will work in teams to critique and improve their writing throughout the class. The culminating experience will be a journal of student articles on a topic of current interest to political scientists and public administrators:

**Public Policy and Climate Change.** The major writing work for the semester will focus on this issue. Students will research and write a 10 page paper on one of the listed related topics, and make a 15 minute in-class presentation with PowerPoint summarizing the main points of their research.

**Methods:**

This seminar will emphasize students' critical thinking skills, writing mechanics skills, researching skills, and the ability to develop appropriate tone and voice for the intended audience. Methods include readings, lectures, class discussions, small group critiques, and most important of all, writing in a variety of formats. Rules for the in-class critique are attached. Class participation is valued because every member of the class is a resource to the group's learning, and contributes to the diversity of points of view examined during the semester. Experience is respected.

**Learning Objectives:**

1. Be able to perform effectively the essential steps in the writing process using critical thinking skills: developing a research question, forming a thesis statement and an outline, understanding points of view, argumentation techniques, persuasive and balanced/neutral presentations, organization of information, composition, revision and final editing.
2. Be able to express ideas effectively: explain, analyze, develop, and criticize
3. Be able to use correct English mechanics: grammar, syntax, sentence structure and punctuation
4. Be able to write for different audiences, while being sensitive to diversity issues: the general public, subject matter specialists, students
5. Be able to locate, analyze and use a variety of academically appropriate supporting materials, including library and internet research, and develop appropriate citations for primary and secondary sources

6. Be able to engage in critical thinking and analysis of varying sources and points of view, and to discern balanced versus slanted information
7. Be able to construct effective arguments
8. Be able to use appropriate editorial standards for professional work

### **Required Readings:**

Elder, L. Becoming a critic of your own thinking. *HR Matters*. <http://www.hr-matters.info/feat2011/2011.jul.BecomingACriticOfYourOwnThinking.htm> (handout)

\*\*Friedman, T. *Hot, Flat and Crowded*. Farrar, Straus and Giroux, ISBN-13: 978-0-374-16685-4. 2008. (Also available as Kindle)

Orwell, G. (1946). *Politics and the English Language*.  
<http://www.mtholyoke.edu/acad/intrel/orwell46.htm>

Paul, R. and Elder, L. (2007). *The Miniature Guide to Critical Thinking: Concepts and Tools*, Fourth Edition. [www.criticalthinking.org](http://www.criticalthinking.org). (handout)

\* Schmidt, D.E. *Writing in Political Science*, 4<sup>th</sup> edition. ISBN-10: 0205617360

*The Public Manager*, Edwards, editor. (handout)

\*= textbook to purchase

\*\* = book you may borrow from the library, buy used, or get as e-book

**You must have a red pen for use during in-class critiques.**

### **Resources:**

One class session will be devoted to an introduction to the research support and literature resources available through the San Jose State University Library print and on-line materials. All students are expected to be familiar with these research tools, and to access them to support required research activities. Another session will be spent doing library research.

**ENCYCLOPEDIAS AND WIKIPEDIA ARE NOT ACCEPTABLE AS COLLEGE-LEVEL ACADEMIC RESEARCH RESOURCES!!!**

### **Dropping and Adding:**

Students are responsible for understanding the policies and procedures about add/drops, and academic renewal. Students should be aware of the current deadlines and penalties for adding and dropping classes. [Information on add/drop deadlines is available at http://www.sjsu.edu/registrar/calendar/](http://www.sjsu.edu/registrar/calendar/). [Information about late drops is available at: http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) .

### **University Policies Academic integrity**

[Students should know that the University's Academic Integrity Policy is available at: http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

[The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html.](http://www.sa.sjsu.edu/judicial_affairs/index.html)

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

**IF YOU CHEAT, PLAGARIZE, FAIL TO ATTRIBUTE DIRECTLY COPIED MATERIAL, BUY A PAPER, USE SOMEONE ELSE'S PAPER OR IN ANY OTHER WAY VIOLATE THE ACADEMIC INTEGRITY POLICY, YOU WILL FAIL THIS COURSE, regardless of previous standing!**

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Expectations:**

You must come to class having read the assignments. Regular attendance is expected, along with standard classroom courtesy (no cell phones, no pagers, no newspaper reading, no iPods/MP3 players, no ear phones in your ears, or other discourteous actions). Late arrivals or early departures must be cleared in advance with the instructor, based on a reasonable, urgent and unavoidable necessity. Fulfilling the assignments of other classes is NOT an acceptable reason to miss this one. We will spend a lot of class time discussing one another's writing. You are expected to treat your classmates and instructor with courtesy and dignity, and to respect the gender and ethnic diversity of our learning group. Comments should be addressed to the topic at hand, not to any personality issues or personal attributes. Active class participation is expected.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/.](http://www.sjsu.edu/larc/)

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all

disciplines to become better writers. [The Writing Center Website is located at http://www.sjsu.edu/writingcenter/](http://www.sjsu.edu/writingcenter/).

### **Make-up Policy:**

Serious personal illness that can be documented is the only acceptable excuse for not attending critiques or presenting papers on time. Incompletes are discouraged.

### **Grading Components:**

Participation/ In class critiques	15 points
Plagiarism Tutorial	5 points
What I Like About Writing	10 points
Executive Summary of Friedman book	5 points
What Is Political Science?	10 points
Job ad, resume and cover letter	10 points
Journal article prospectus: research question, thesis statement, outline, annotated bibliography	10 points
Class presentation on your journal article, with PPT	10 points
Journal article final version, 10 pages plus bibliography	25 points
Total	100 points
Extra credit for being on the Editorial Board of Current Controversies	5 points
Extra credit for attending the Edwards Lecture and writing a 2 page Summary and reflection paper	5 points

**NOTE: YOU MUST GET A GRADE OF “C” OR BETTER IN THIS CLASS TO COMPLETE YOUR ADVANCED G.E. REQUIREMENT!!**

### **Grade Values For This Class!:**

A+	98 and above
A	92-97
A-	90-91
B+	88-89
B	82-87
B-	80-81
C	75-79
NC	74 and below

### **Grading Rubric:**

A= outstanding: no grammatical or typographical errors; outstanding in clarity, style, grammar and organization; depth and accuracy are appropriate to the assignment; style and format are appropriate to the assignment, outstanding reference list.

B= good: a few minor errors, no typographical errors; for the most part clearly written and well organized; topic is covered adequately and accurately; style and format are appropriate; good reference list..

C= average. The paper may contain some minor grammatical and typographical errors; mostly well written but could use improvement; acceptable depth and accuracy; appropriate style and format, acceptable minimum of references.

No Credit = poor. Significant grammatical or typographical errors, not clearly or logically written; not well organized; inadequate coverage of the topic; inaccuracies; style or format is inappropriate; plagiarism in any form; incorrect or inconsistent citations/references.

### **Participation:**

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to write well that might not otherwise be available except from class discussion.

### **Project: *Current Controversies* Journal Article:**

Students of political science are generally preparing for a career in a public agency, non-profit agency, or political activity. Most such entities rely on written communication almost exclusively. The ability to write in clear, grammatical English is a prerequisite for success. Most public agency, non-profit or political positions require reports based on defensible research, and with sensitivity to diversity issues. College-level education should prepare the student for meeting these career expectations. Therefore, the journal article that you will write as the course capstone, and that will represent you in the culminating journal, **Current Controversies: Public Policy and Climate Change**, will follow academic standards for publications. **Spelling, grammar and proper punctuation count! It will be published at the SJSU Library's website.** Some useful guidelines are attached.

### **Journal article requirements:**

Papers should be 10 essay pages, plus a Sources Consulted list. The paper will be prepared in Times New Roman 12 point type, double-spaced, word processed using Word or Rich Text Format only. Papers should be based on at least 5 references from public agency, academic or analytical literature (books or peer-reviewed journal articles); one or more appropriate newspaper or other primary research sources (this includes government reports); and one interview. The topic must be on an aspect of the **Public Policy and Climate Change** from the attached list. You will select your topic on the first day of class so that you will frame your research question in advance to get the most benefit from the "library days." **Students must take care that appropriate citations are used.**

### **THE CLASS STANDARD FOR CITATIONS FOR POLS 100W IS APA!!**

Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Ideas from others must also be cited, although quotation marks are inappropriate. **Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions.** The Schmidt book contains extensive examples and information on citations. **A tutorial on plagiarism is also available at the library website, and must be taken before February 1. The score sheet must be E-MAILED to the CLASS WEBSITE by February 1.**

As noted above, the required references must be from the literature of law and the social sciences, public agency documents, or daily newspapers. Journal articles are likely to be more up-to-date and usually more scholarly, while books will be more comprehensive. Also welcome are citations of current government reports and publications, many of which are available on the Internet, and relevant articles and editorials from newspapers of record, such as the New York Times. We will spend the February 20 class at the Library learning about their resources for research. On March 10 we will spend the class engaged in library research to support the steps in the creation of the required written assignments, including the executive summary of the journal article and the final project.

<b>Wk</b>	<b>Day</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1	1/25/12	<b>Introduction</b> Welcome, syllabus review, pre-test
2	2	1/30/12	<b>Anxieties about Writing, Audience and Voice, Persuasion/ Argumentation/ Balanced/ Neutral Views</b> Reading: Schmidt, Chapter 3; Liptak, Dillon and Fish (handout).
	3	2/1/12	<b>PLAGIARISM TUTORIAL SCORESHEET DUE</b> Take the plagiarism tutorial at the Library website. E-mail the score sheet only to the class address, showing a grade of 80 or better. Re-take the tutorial until you achieve an acceptable grade. <a href="http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm">http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm</a> <b>Plagiarism</b> Reading: Schmidt, Chapter 1; Academic Integrity policy (handout) .
3	4	2/6	<b>What I like about writing, types of writing that I enjoy, the role of reading in writing</b> Reading: Schmidt, Chapt. 6 Writing: a 750 word essay on what you like and dislike about writing Bring 3 copies for in-class critique.
	5	2/8	<b>Writing for clarity – articles and speeches</b> Reading: Schmidt, Chapters 8; Orwell (handout), Lamb (handout) Writing: Research question for journal article.
4	6	2/13	<b>Understanding grammar and punctuation</b> Reading: Schmidt, Chapter 7, “Rules of grammar” and John Rosenthal, “Punctuate for Clarity, not Pedantry” (handouts)
	7	2/15	<b>Informational Interviews</b> Reading: Schmidt, Chat. 5; “Collecting Information through Surveys and Interviews” and “Interviewing for Information,” (handouts) Writing: determine who you could interview about your climate change topic, and bring to class the contact information for at least 3 potential interviewees
5	8	2/20	<b>Executive Summaries</b> Reading: Schmidt Chapter 8, executive summary example. Purpose of executive summaries, constructing an executive summary.

	9	2/22	<p><b>Library Resources – Crystal Goldman, Political Science librarian</b> Ms. Goldman, resource librarian for political science, will lead a session on library resources, on-line tutorials, and conducting library research. ATTENDANCE IS EXPECTED AND YOU ARE RESPONSIBLE FOR THE APPLICATION OF THIS INFORMATION TO YOUR RESEARCH PAPER!! Reading: Schmidt, Chapter 4 and Nunberg in handout.</p>
6	10	2/27	<p><b>Critical Thinking</b> Reading: Schmidt, Chapter 2; <i>The Miniature Guide to Critical Thinking: Concepts and Tools</i>; “Defining Critical Thinking,” “Critical Thinking and Teaching Students How To Study and Learn,” and “Bertrand Russell on Critical Thinking,” and “Advice,” (handouts) Writing: Draft research question and thesis statement (250 words) for your journal article. E-mail one copy to professor at the class website: SJSU100W@yahoo.com.</p>
	11	2/29	<p><b>Using PowerPoint to communicate effectively.</b> Reading: “Power Point” (handout) Writing: Create a paper outline of the elements you plan to use in your 5 slide presentation, including a list of any graphics.</p>
7	12	3/5	<p><b>Writing about political science topics and issues.</b> Guest speaker, Dr. James C. Brent, Chair, Political Science Department. Reading: Schmidt, Chapter 12; Brent – 3 versions of papers on state courts (handouts).</p>
	13	3/7	<p><b>Friedman: Climate Change</b> <b>Reading:</b> complete reading Friedman. <b>Writing:</b> write the executive summary of Friedman. Bring 3 copies to class. Discussion of Executive Summaries of <i>Hot, Flat and Crowded</i></p>
8	14	3/12	<p><b>Research Topics</b> Reading: Schmidt, Chapter 9, review Chapter 6, example in handout; Schmidt for APA examples. Writing: submit prospectus– research question, thesis statement, and outline</p>
	15	3/14	<p><b>Writing Annotated Bibliographies</b> Reading: Schmidt, Chapter 10</p>
9	16	3/19	<p><b>Writing about political science</b> Reading: Schmidt Chapter 11. Writing: “What Is Political Science?” (1500 word essay). Bring 3 copies to class for in-class critique.</p>
	17	3/21	<p><b>Writing articles</b> Reading: <i>The Public Manager</i> and assigned articles in Reader Writing: annotated bibliography</p>

		3/26	NO CLASS SPRING BREAK
		3/28	NO CLASS SPRING BREAK
10	18	4/2	<b>Business Letters and Resumes</b> Reading: "Resume Key Words," "Resume Key Phrases" and resume examples in the handout. Writing: first draft of a cover letter for a job and resume; rewrite after class
	19	4/4	<b>E-mail and Information Management</b> Reading: Handout
11	20	4/9	<b>Revising and redrafting</b> Reading: Schmidt, review Chapter Writing: prepare draft journal article: revised research question/thesis statement, complete outline and annotated bibliography
	21	4/11	<b>Resume and cover letter presentations</b> Writing: personal resume and cover letter for the desired job. Submit job ad with cover letter and resume. <b>Post-test</b>
12	22	4/16	<b>Presentation 1,2,3</b>
	23	4/18	<b>Presentation 4,5,6</b>
13	24	4/23	<b>Presentation 7,8,9</b>
	25	4/25	<b>Presentation 10,11,12</b>
14	26	4/30	<b>Presentation 13,14,15</b>
	27	5/2	<b>Presentation 16,17,18</b>
15	28	5/7	<b>Presentation 19,20,21</b>
	29	5/9	<b>Presentation 22,23,24</b>
16	30	5/14	<b>Presentation 25,26,27</b>
		5/16	NO CLASS- PREP DAY
		5/17	<b>Presentation 28,29,30</b> <b>FINAL 7:15 A- 9:30 AM</b> <b>Contemporary Controversies final design, assignments</b>

## Reading List and Class Schedule:

### January 25, 2012

#### Introduction

Welcome, syllabus review, pre-test.

- *Discussion: Personal goals and objectives, review of syllabus and class requirements, including writing a research paper. Form critique groups. Select journal article topic. Select an editor in chief for the Spring 100 W Journal: Special Edition on Public Policy and Climate Change . Determine what other production staff are needed. Develop a list of actions needed to create the journal.*

### January 30, 2012 : Objective 1, 4, 6

#### Anxieties about Writing, Audience and Voice, Persuasion/ Argumentation/ Balanced/ Neutral Views

Reading: Schmidt, Chapter 3; Liptak, Dillon and Fish in handout.

- *Discussion: Why does good writing matter? What other language issues matter? What other communications issues are important? How is your research work affected by your intended audience? Who are “you”? When do you use persuasion, argument, balanced or neutral presentation?*

### February 1, 2012: Objective 1, 8

#### Plagiarism

Reading: Schmidt, Chapter 1; Academic Integrity :Policy (handout)

Take the Plagiarism tutorial on the Library website, and e-mail the score page to [SJSUPOLS100W@yahoo.com](mailto:SJSUPOLS100W@yahoo.com). Retake the tutorial until you get a score of 80 or better.

- *Discussion of questions about plagiarism, issues of ethics and plagiarism.*

### February 6, 2012: Objective 1

#### What I like about writing, types of writing that I enjoy, the role of reading in writing

Reading: Schmidt, Chapter 6.

Writing: a 750 word essay on what you like and dislike about writing. Bring 3 copies for in-class critique.

- *Discussion: critique of essays. Discuss research question assignment.*

### February 8, 2012: Objective 1, 2

#### Writing for clarity – articles and speeches

Reading: Schmidt, Chapters 8; Orwell and Lamb in handout.

Writing: Research question for journal article.

- *Discussion: critique of research questions, suggestions for reformatting; discuss the Orwell reading.*

### February 13, 2012: Objective 1, 3

#### Understanding grammar and punctuation

Reading: Schmidt, Chapter 7, “Rules of grammar” and John Rosenthal, “Punctuate for Clarity, not Pedantry” and common student error sheet in the handout..

- *Discussion: review of the rules; your personal questions/problems in dealing with American English grammar and punctuation. Review of common errors.*

### **February 15, 2012: Objective 1,2, 6 Informational Interviews**

Reading: Schmidt, Chapt. 5. "Collecting Information through Surveys and Interviews" and "Interviewing for Information," handouts.

Writing: determine who you could interview about your climate change topic, and bring to class the contact information for at least 3 potential interviewees.

- *Discussion: planning for and executing an informational interview. Development of appropriate elements of an informational interview about public policy and climate change. Discussion of etiquette of setting up interviews. Role of interview material in the journal article, and getting participant permission for quotations. Thanking the interviewee. Small group: review of potential interviewees for appropriateness, likelihood, and other recommendations.*

### **February 20: Objective 1, 2, 3, 5, 6, 7, 8 Executive summaries**

Reading: Schmidt Chapter 8.

*Discussion: what is an executive summary, why would you use one? Review of examples in Schmidt 141-143, Edwards handout.*

### **February 22, 2012: Objective 1, 5 Library Resources – Crystal Goldman, Political Science librarian**

Crystal Goldman, resource librarian for political science, will lead a session on library resources, on-line tutorials, and conducting library research.

Reading: Schmidt, Chapter 2 and 4, and Nunberg in handout.

*Activity: Go to the library, second floor reference section. Print out your e-mailed draft research question and thesis statement returned by the professor. Based on your critiqued research question/ thesis statement, find two or three journal articles, one or two government documents, one or two newspaper articles and one online source relevant (i.e., useful to your article) to your topic, for a total of at least five sources for your journal article. Books may be used in addition to your five sources. Obtain the information needed to create the annotated bibliography for your article.*

### **February 27, 2012: Objective 1, 2, 6 Critical Thinking**

Reading: Schmidt, Chapt. 2, *The Miniature Guide to Critical Thinking: Concepts and Tools*; "Defining Critical Thinking," "Critical Thinking and Teaching Students How To Study and Learn," and "Bertrand Russell on Critical Thinking," and "Advice," in handout.

Writing: Draft research question and thesis statement (250 words) for your journal article.

E-mail one copy to professor at the class website: SJSU100W@yahoo.com.

- *Discussion: what is critical thinking? How will you use critical thinking in the development of your article? Description of What Is Political Science? Assignment.*

### **February 29, 2012: Objective 1, 2, 4, 7 Using PowerPoint to communicate effectively.**

Reading: Schmidt, 225-228, "Power Point" in handout.

Writing: Create a paper outline of the elements you plan to use in your 5 slide presentation, including a list of any graphics.

- *Discussion: PPT overview, goals in using PPT, some "do" and "don't" ideas, small group critique of PPT plan*

**March 5, 2012: Objective 1, 4, 8****Writing about political science topics and issues.**

Guest speaker, Dr. James C. Brent, Chair, Political Science Department.

Reading: Schmidt, Chapter 12, Brent – 3 versions of papers on state courts in the handout.

- *Discussion: presentation by guest speaker on developing research leading to articles for professional journals*

**March 7, 2012: 1,2,3****Friedman: Climate Change**

Reading: complete reading Friedman

Writing: write the executive summary of Friedman. Bring 3 copies to class

*Discussion of executive summaries of*

**March 12, 2012: Objective 1, 2, 3, 5, 6, 7, 8****Research topics.**

Reading: Schmidt, Chapter 9, review Chapter 6, and example in handout.

Writing: submit your prospectus, which consists of the research question, thesis statement, outline. Bring in 3 copies for in-class critique.

- *Discussion: small group critique of prospectus, including adequacy and relevance of research materials found to date, need for further research, appropriateness of voice/point of view, areas for improvement. Description of Executive Summary assignment.*

**March 14, 2012: 1,2,3****Writing Annotated Bibliographies, Using Citations**

Reading: Schmidt, Chapter 10, and page 166-169.

*Discussion: purpose of annotated bibliographies, using APA format citations.*

**March 19, 2012: Objective 1, 2, 3, 4, 7****Writing about political science**

Reading: Schmidt Chapter 11.

Writing: “What Is Political Science?” (1500 word essay). Bring 3 copies to class for in-class critique.

- *Discussion: in-class critique of essays.*

**March 21, 2012: Objective 1, 2, 4, 7, 8****Writing articles.**

Reading: *The Public Manager*

Writing: annotated bibliography

- *Discussion: writing for the public, balanced viewpoints versus opinions*

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**March 26 and 28, 2012 – NO SCHOOL – SPRING BREAK****April 2, 2012: Objective 1, 2, 3, 7, 8****Business letters and resumes**

Reading: “Resume Key Words”, “Resume key phrases,” and resume examples in handout.

Writing: First draft of a cover letter for a job and resume. Select a real world job that is available now that appeals to you, *and for which you are qualified*. Look in the newspaper, Public Administration TIMES, city websites, county websites, state and federal job websites. Create a personal resume and cover letter to apply for this job. Bring in 3 copies of your cover letter and resume with the job ad attached for in-class critique.

- *Discussion: in-class critique of letters and resumes.*

**April 4, 2012: Objective: 1, 2, 3, 7, 8  
E-mail and Information Management**

Reading: Handout

- *Discussion: e-mail in government and non-profit agencies, management of information resources, FOIA and state law on disclosure of public documents, including calendars and phone logs, importance of document retention plans.*

**April 9, 2008: Objective 1, 2, 3, 4, 6, 7, 8  
Revising and redrafting.**

Reading: Schmidt, Chapter 11- review.

Writing: Draft journal article including reviewed/revised research question and thesis statement, new complete outline and annotated bibliography – 3 copies.

- *Discussion: In-class critique for logic, connections, completeness of outline and research resources.*

**April 11, 2008: Objective: 1, 2, 3, 7, 8  
Resume and cover letter**

Writing: final draft of resume and cover letter for the desired job. Submit job ad with cover letter and resume.

**Post Test.**

- *Discussion: in-class critique of letters and resumes*

**On the day of your presentation: come to class by 8:50 am**

- 1. Bring your PPT on a memory stick or CD**
  - 2. E-mail the electronic version of your article to the professor and editor-in-chief**
- ALL STUDENTS ARE EXPECTED TO ATTEND ALL PRESENTATIONS!**

**April 16, 2012  
Student presentations 1, 2, 3,**

**April 18, 2012,  
Student presentations 4,5,6**

**April 23, 2012  
Student presentations 7,8,9**

**April 25, 2012  
Student presentations 10,11,12**

**April 30, 2012  
Student presentations 13,14,15**

**May 2, 2012  
Student presentations 16,17,18**

**May 7, 2012  
Student presentations 19, 20, 21**

**May 9, 2012**

## **Student presentations 22,23,24**

**May 14, 2012**

**Student presentations 25, 26, 27**

**May 17, 2012 FINAL 7:15 am**

**Student presentations 28, 29, 30**

### **Current Controversies: Public Policy and Climate Change**

Journal staff meeting, editor's presentation on final Table of Contents, editorial assignments for the articles; electronic distribution list – all students, appropriate campus leadership (dean, professors), contributors (interviewees, class speakers, others?), other interested groups? The final product will be on the library website and the URL will be sent to the mailing list.

### **Journal Article Topics: Public Policy and Climate Change**

Resources include academic journal articles, academic analytical books, law books, history books, public agency staff reports on the topic, newspaper articles and editorials about the topic, and interviews of elected and appointed officials and other subject matter experts familiar with the topic. **ENCYCLOPEDIAS AND WIKIPEDIAS ARE UNACCEPTABLE FOR COLLEGE –LEVEL RESEARCH WORK.** Use caution in citing internet sites. Be sure you know the organization that is sponsoring it, and that the organization is credible.

1. What is the climate cycle for the Earth? What causes it? Provide a brief history of major climatic changes.
2. What was the Little Ice Age of Europe? Why does it matter?
3. What are Green House Gasses? Where do they come from? What is the role of fossil fuel?
4. What is the role of power in the creation of Green House Gasses?
5. What is the role of transportation in the creation of Green House Gasses?
6. What is Al Gore's theory of climate change? Discuss his movie, An Inconvenient Truth, and his Nobel Prize.
7. What is the opposing view of climate change and climate cycles? What scientists and credible groups support this perspective?
8. What scientists support Al Gore's perspective? Why were some of them discredited?
9. What is "junk science" and how have some alleged it is being used in the analysis of climate change?

10. What is climate change mitigation?
11. What is climate change adaptation?
12. What is the UN's position on climate change?
13. What is Germany's position on climate change?
14. What is The Netherlands' position on climate change?
15. What is China's position on climate change?
16. What is India's position on climate change?
17. What is the African Union's position on climate change?
18. What is Brazil's position on climate change?
19. How does reforestation affect climate change? Give examples of places where reforestation is being tried.
20. How does solar power affect climate change? Give examples of programs in the U.S. for 2 other countries.
21. How does wind power affect climate change? Give examples of programs in the U.S. and 2 other countries.
22. What is AB 32 and how does it relate to climate change?
23. What is the EPA's position on climate change and green house gas emissions from cars? What is the history of California's lawsuit?
24. How does climate change affect public health?
25. How does climate change affect urban planning?
26. How are climate change and sustainability related?
27. How does climate change affect disaster occurrence?
28. What is San Jose's climate adaptation plan?
29. What is Denver's climate adaptation plan?
30. What is New York City's climate adaptation plan?

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### Research Paper Guidelines:

Write a 10 page (double spaced) report using standard academic format (New Times Roman font, 12 point, 1” margins), including footnotes and bibliography/ sources consulted in the **APA format** (Schmidt `166-169)

The paper will have the following topic headings used as dividing points within the paper:

- *Background*: description and history of the issue or group (2-3 pages)
- *Legal issues*: description of legal issues raised (1-2 pages)
- *Analysis*: the impacts of this issue in the context of the political situation, community situation, societal concerns, preceding/ existing policies or programs (2-3 pages)
- *Budgetary impacts*: costs and benefits of this policy (1-2 pages)
- *Public outreach*: government hearings, stakeholder participation, media involvement/coverage at the time, vote for the law, split along partisan/sectional lines? Is there a political basis for this position? (1-2 pages)
- *Conclusion*: How was the balance of power represented in the policy development outcomes to date? What is anticipated in the next 12 months, next two years? (1 page).

The paper will be evaluated using the following criteria:

<b>Criteria</b>	<b>Points</b>
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	3
b) The comprehensiveness and care with which the problem, policy or program being analyzed is described.	3
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy outcomes.	4
d) The quality of <i>analysis linking class readings to the topic</i>	5
e) The quality of critical thinking demonstrated in the Analysis section.	5
f) The <i>appropriateness of the references selected</i> and the analytical bridge to the paper topic.	5
<b>TOTAL</b>	<b>25</b>

Topics will be selected from the list above.

The class presentation will use exactly 5 PPT slides, appropriate illustrations, and include a question for class discussion. The total time for each topic is 20 minutes.

## Spelling and Grammar Guidance PoIS 100W

1. “Never use a long word when a short word will do.” (George Orwell)
2. Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example,*” or “*among other things,*” or a similar phrase.
3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
  - a. Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
  - b. Never use “change all” for a grammar rule, as it will lead to odd usages. Read each suggestion and decide whether to change based on each sentence.
4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
5. Check to be sure you are using the right homonym:
  - a. Their, there
  - b. Right, wright, rite, write
  - c. Sight, site, cite
  - d. Its, it’s
6. Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, And all the others!
7. Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.
8. Capitalize at the start of most quotes, even then they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name (Professor Edwards, the professor).
9. If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”
10. Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, “I went to school, **then** I took a nap.” A mnemonic that will help you to remember the right order is that “Then” is related to “Time” and

both have an “e”. “Than” is a comparative measure, such as, “I like cherries more **than** bananas.” Comparison and than both have “a”s.

11. Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es.” **There is no punctuation for plural.** In general, to form a possessive you use “ ’s”. For example, “my **dog’s** bone.” The only exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is,**” a contraction, and you do not use contractions in formal writing.
12. In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”
13. Hyphens are used to join words that modify another word. For example, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the used car was small, or the fish seller was drunk!
14. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a proper address, not in prose.
15. Numbers: spell out the word for numbers up to two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write out the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the numbers for percentages, money or scientific calculations.
16. Italics within a sentence should be used for titles of works (books, movies, plays, , poems, television programs), but not for Bible or Constitution. Italics are also used for foreign words, such as *vis a vis*. Avoid foreign words unless you are very sure you are using them correctly.
17. None and neither are always singular words. They were originally contractions that became their own words – none= no one, not one; and neither = not either one. So, singular verb forms are used with none and neither.
18. The verb agrees with the subject number. “There is one child here.” “There are no children here.” The verb does not agree with the complement. “**None** of the boys **is** going to the game.”
19. Gerunds are always singular. “**Encouraging** good writing **is** important.
20. Pronouns must match the noun and verb. “The doctors finished their rounds.” When you do not know the gender, use masculine. Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

**SAMPLE SCORING METHOD FOR IN-CLASS CRITIQUES**

1. Could I understand the point of the paper? If yes, 1 point
2. Were there spelling or grammar mistakes? If no, 1 point
3. Were there typographical mistakes? If no, 1 point
4. Was the source of the paper's information clear? Were citations and references used appropriately when needed? If yes, 1 point
5. Was the voice and type of writing appropriate for the topic? If yes, 1 point

Using the red pen, each group member will score his/her copy of the paper based on his/her opinion after the in-class discussion, and will sign his or her name. If the paper gets at least 3 points from each member of the critique group, the writer has the option of re-writing the paper based on the critique of colleagues, and turning the paper in at the next class. If the paper gets less than 3 points from each member the writer **MUST** re-write the paper based on the critiques before turning it in at the next class. All three copies of the original work must be attached to the final submitted draft.